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ABSTRACT

To learn how residents of the Palouse and Garfield (Washington) school districts felt about school-related issues, a survey based on interviews was developed and administered in 1984 to a proportional sample between districts and between rural and city residents within each district. A specific sample of parents with children in Garfield's school was also queried. Results showed that the main sources of information about the schools were newsletters and students. Most respondents felt comfortable discussing school-related problems with a board member, administrator, or teacher, and most would assign their school's performance a B grade. Most respondents felt that improvement in educational programs should receive top priority. Other statistics in this report--evaluating the school districts, board, improvement priorities, and offerings--are generated by grouping respondents by gender, rural or city residence, and length of residence. Other results examine differences in opinion between the two districts regarding future modes of cooperation on educational programs, subjects and services that should be offered cooperatively, school qualities and needs for improvement, and the need for tax levies. Differences between the two districts are discussed and a 3-page summary highlights the results. The survey instrument is appended. (PM)

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PUBLIC OPINION STUDY

in the

PALOUSE and GARFIELD SCHOOL DISTRICTS

about

SCHOOL RELATED ISSUES and CONCERNS

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December, 1984

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As a consideration for future policy making decisions the Boards jointly sought public opinion about various school issues and concerns. These issues and concerns were identified with involvement of many persons representing citizens, school officials, and Board members.

Grateful appreciation is expressed to each person from both school districts who volunteered their time and energy to conduct the interviews. Without their help and dedication, the study would not have been so readily consumated, and the response rate would not have been so good. Special thanks and appreciation are expressed to Nancy Wolf and Sandra Miller for their leadership in making interview assignments, respectively, within the Palouse and Garfield Districts.

Much credit for the entire study goes to Sandra Miller who, as chairman of the interdistrict Committee, gave the leadership to initiate the study. Appreciation is also expressed to Mr. Larry Warner, Superintendent of Schools for both school districts for his excellent and wholehearted cooperation and assistance.

TABLE OF CONTENTS

Topic	Page
The Problem, Study Procedures, and Research Design	1
Development of the Information Gathering Instrument	1
Selecting the Samples	1
Selection and Training of Interviewers	2
Information Processing	2
The Study Response	2
Characteristics of the Respondents	3
How Citizens Get Information About the Schools	4
School/Community Communication Relationships	5
Evaluations of District, Board, and Offerings	6
All respondents in both districts	6
Evaluation of School District By Groupings	7
Gender	7
Rural or City Residence	7
Length of Residence	7
Evaluation of Board Performance by Groupings	8
Gender	8
Rural or City Residence	8
Length of Residence	8
Evaluation of Educational Offerings by Groupings	9
Gender	9
Rural or City Residence	9
Length of Residence	9
Priority of Need for Improvement	9
All Respondents in Both Districts	9
Priority by Groupings	10
Gender	10
Rural or City Residence	10
Length of Residence	10
Other School Evaluations	11
Opinions About Selected School Offerings and Practices	11
Opinions About Future Modes of Cooperation on Educational Programs	14

Topic	Page
Subjects Which Should Be Offered Cooperatively	16
Support Services Which Should Be Offered Cooperatively	17
What Respondents Think are Best and Suggestions for Improvement	18
Things Believed Best about the Schools	19
Things that could be Improved Most	23
Support for a Tax Levy	27
All Respondents in Both Districts	27
Support By Groupings	28
Gender	28
Rural or City Residence	28
Length of Residence	28
Difference Between Garfield Groups	29
Difference Between Garfield and Palouse	29
Information for Palouse Schools Only	30
Program and Service Restoration Priority	30
Additional Programs Wanted	31
Summary	32

LIST OF TABLES

Number		Page
1	Number and Percentage of Response	2
2	Age of Respondents By Percent For Each Sample Group	3
3	Percent By Type of Connection With the Schools	4
4	Percent By Source of Information About Schools	5
5	Percent of Respondents By Perceived Communication Relationship	6
6	Percent of Respondents By Rating of Schools	6
7	Percents of Responses By Group Regarding School Offerings	12
8	Percents of Responses By Group Regarding School Practices	13
9	Percent of Responses on Mode of Educational Program Enhancement	15
10	Percent of Response About Cooperative Educational Offerings	17
11	Percent of Response About Joint Provision of Services	18
12	Priority for Restoration of Programs and Services	30

The Problem, Study Procedures, and Research Design

The problem was to find out how residents of the Garfield and Palouse school Districts thought about specific issues and concerns regarding the schools. The inquiry was limited to those issues and concerns identified by school administrators, members of the respective Boards of School Directors, and members of the inter-district citizens study committee.

Development of the Information Gathering Instrument

During the last week of September, 1984 a meeting of the individuals mentioned was held in Palouse to discuss the study. To stimulate discussion, members of the meeting reacted to items in a working document prepared by the consultant ahead of time containing possible issues and concerns of interest. Notes were made of not only reactions to the "thought probers" contained in the document but also of other issues and concerns expressed about which public opinion was wanted. Meeting participants were asked to give additional thought during the following week to other issues and concerns that had not surfaced during the meeting and to convey them to the school superintendent preferably in writing. A number of suggestions were received at the end of the week. The issues and concerns thus identified served as the basis for the construction of a rough draft data gathering instrument which was then submitted for review and reaction to the members of both Boards of School Directors, the administration, and citizens study committee. The reactions and suggestions for revision and modification were taken into acccunt in finalizing the information gathering instrument. Since the Citizens Study Committee and consultant had determined that the gathering of opinions by personal interview was preferable to the methods of sending mailed questionnaires, the information gathering instrument was formatted for use during personal interviews.

Selecting the Samples

Maps were obtained from the Whitman County Conservation Service office in Colfax showing the location of all building structures throughout the rural portion of both school districts. Structures were numbered consecutively in each district, respectively. Names of persons listed in the telephone directory were numbered consecutively for each district after knowledgeable persons in each city eliminated those persons living outside the city limits. A statistical table of random numbers was used to draw a 15% proportional sample between districts and between rural and city residents within each district. By using this procedure, each resident had an equal and independent chance of being included in the sample, and the sample was as nearly representative as possible of the total population. There is a possibility that a small bias may have been present in the city samples due to the non-inclusion of persons with unlisted telephone numbers, but the number and proportion of such persons in each city were thought to be very small and inconsequential.

Study Committee members from the Garfield District decided to query an 18% sample of parents with children currently enrolled in school. After

duplications of persons from the list who appeared in the general population sample had been eliminated, such a random sample was selected for the purpose.

Selection and Training of Interviewers

By the first week in November, members of the Citizens Study Committee in each school district had identified and received commitments from a selected group of other citizens to help conduct the interviews. A "Guide for Conducting Interviews" prepared by the consultant and a copy of the interview instrument were sent to each interviewer to study. Then on November 10 and 13 interviewers met several hours with the consultant in Garfield and Palouse, respectively for training sessions, involving "mock interviews". Each received assignments, clipboards, pens, and an appropriate number interview schedules and a laminated 4x6 response hand card to be given to respondents to facilitate ease of response on some types of alternate option questions.

Information Processing

Deadline for completing interviews was November 30, and on December 3 the completed interview schedules were collected from the Superintendent's office. Completed interview forms were coded and edited, and information was computer processed on December 7. This report contains an analysis and report of findings prepared by the WSU study Consultant.

The Study Response

Contained in Table 1 are the numbers of households selected in the samples and the numbers and percentages of persons who responded. Others either refused to be interviewed or were unavailable. Results of four interviews in the Palouse District were turned in too late for inclusion as data were already entered into the computer. The usable response rate of the general

TABLE 1

Number and Percentage Response

Group	Number in Sample	Response Received	
		Number	Percent
Rural Garfield	14	11	79
City Garfield	35	32	91
Totals	49	43	88
Garfield Child in School	18	15	83
Rural Palouse	19	19	100
City Palouse	67	55	82
Totals	86	74	86

public was 88 and 86 percents, respectively, in the Garfield and Palouse districts., or 87% for both districts combined. Responses were obtained from 83% of the sample of parents with children in the Garfield school.

An examination of the completed interview forms revealed that, in general, respondents had given the questions asked thoughtful consideration and that answers had not been colored by some consistent general feeling about the schools.

Characteristics of the Respondents

Forty percent of the Garfield general public respondents were men, and men represented 47% of the Palouse respondents. Of the Garfield respondents from the group with children in school, 60% were men.

In the Garfield district, 77% of all respondents had lived in the district over 10 years as had 64% in the Palouse district. Respondents who had lived in the district 5 years or less were 21% and 16%, respectively, in Garfield and Palouse districts. Only 2% of the respondents in Garfield district had lived in the area 6-10 years, but 20% had done so in the Palouse district. Of the group in Garfield with children in school 20% had lived there 2-5 years; 7% had lived there 6-10 years, and 73% had lived there over 10 years.

Shown in Table 2 is the age composition of persons responding. One can see that 46% of the persons interviewed in the Garfield district were over age 50 compared to 43% in the Palouse district. A larger precentage of respondents in the Palouse district than in the Garfield district were

TABLE 2

Age of Respondents By Percent for Each Sample Group

Age Category	Garfield	Palouse	Garfield w/child in school
Under 21	0	0	0
21 - 35	16	24	40
36 - 50	33	32	40
51 - 65	30	19	13
Over 65	16	24	7
No Response	7	0	0

age 35 or less, and about the same percentage were age 36-50 in both districts (33% and 32%).

In the Garfield district, 88% of the respondents had had direct contact with the schools as had 81% in the Palouse district. Of the Garfield parent group, 93% had had direct contact. Persons who had direct contact with the schools were asked about the type of connection they might have had. This information is presented in Table 3. As one can see, next to having attended the school as a student, the most frequent type of connection was

to have had a child attend school. A larger precentage of the Palouse than Garfield respondents had been a school board member or administrator or

TABLE 3

Percent By Type of Connection with the Schools

Type of Connection	Garfield	Palouse	Garfield w/child enrolled
Teacher/Counselor	-	15	-
School Board Member	5	10	13
School Administrator	-	7	-
Student	39	33	47
Parent/had children in school	84	83	100
Committee Member	42	20	27
PTO Member	53	23	40

a teacher or counselor. A larger percentage of Garfield than Palouse respondents had served on a school committee or had been a PTO member.

Respondents were asked if any children from their household ever attended public school in the district where they lived. Eight percent of the Palouse residents interviewed and none of those in Garfield had children attending a private school or another school outside the district. Of the Palouse and Garfield residents interviewed, 26 and 7 percents, respectively, had never had children in the local schools. In the Garfield district, 7% had children under school age living at home, while in the Palouse district, the percentage was 14%. Thirteen percent of the Garfield parent's group had under school age children at home. About the same percentage of persons interviewed in both districts (Garfield - 42%; Palouse - 41%) had children presently in school, and 65% of the Garfield respondents compared to 42% of those in Palouse had older children that had attended school in the district.

How citizens Get Information About the Schools

Persons interviewed were asked how they got most of their information about the schools. Information sources cited are shown in Table 4 by percentage of responses. Since it was possible that several sources might be present, percents do not add to 100, for each person might have more than one source.

TABLE 4

Percent By Source of Information About Schools

Source of Information	Garfield Population	Palouse Population	Garfield Parents
News Releases	37	58	13
Street Gossip	30	32	33
School Board Meetings	5	8	13
Students/Parents	56	46	60
Mailed Community Newsletters	79	42	53
Parent Newsletters	14	22	20
School/Community Meetings	12	7	13
Other	9	11	20

In the Palouse district the main sources of information were news releases and students or parents. Main sources for Garfield district citizens were mailed community newsletters and students or parents. About one-third of all respondents got information about the schools from street gossip. Major sources of information included in the "Other" category were non-professional employees, such as, maintenance and clerical personnel. It is interesting to note that a relatively small percentage of Garfield citizens get information about their schools through news releases.

School/Community Communication Relationships

The study sought to determine the status of communication relationships between school personnel and community residents. To do this persons interviewed were asked how comfortable they felt in talking about a school related problem with Board members, school administrators, and teachers. Each person interviewed was asked whether they would agree with the statement, "I would presently feel comfortable in talking about a school-related problem with a Board member (or school administrator or teacher). Results are presented in Table 5.

In general, most respondents in the two districts would feel comfortable discussing a school-related problem with a Board member, school administrator or teacher. However, over 1 out of 10 persons in each district would not feel comfortable discussing such a problem with a Board member. In Palouse district, this was true of the school administrators also. Slightly less than 1 out of every 10 in both districts would not feel comfortable discussing a school related problem with a teacher. Except for a small percentage, parents in Garfield would feel comfortable discussing a school related problem with teachers, administrators or Board members.

TABLE 5

Percent of Respondents By Perceived Communication Relationship

Person to Talk To About Problem	Strongly Agree	Agree	Dis-agree	Strongly Disagree	NA DK
Garfield (Population)					
A Board Member	5	72	9	5	9
School Administrator	19	65	5	2	9
Teachers	12	72	7	2	7
Palouse (Population)					
A Board Member	18	62	13	-	7
School Administrators	18	60	12	1	9
Teachers	18	65	8	1	8
Garfield (Parents)					
A Board Member	33	60	-	7	-
School Administrator	40	53	7	-	-
Teachers	27	67	7	-	-

Evaluations of District, Board, and Offerings

All Respondents in Both Districts

Respondents were asked what grade they would give to their local school district if the same grading system was used as is used to assign grades to pupils. Shown in Table 6 are ratings respondents would assign the school district, School Board performance, and the educational program offered.

TABLE 6

Percent of Respondents By Rating of Schools

Grade	Local School District		Board Performance		Educational Program	
	Palouse	Garfield	Palouse	Garfield	Palouse	Garfield
A	5	28	8	14	4	21
B	50	49	41	35	39	49
C	26	7	16	16	27	18
D	5	2	5	2	7	5
F	1	-	-	-	1	-
Don't Know	12	12	27	28	22	7
No Response	-	2	3	5	-	-

Larger percentages of persons interviewed in the Garfield than Palouse district would assign an A to how well the school district and Board were doing and to the educational program offered. A higher percentage of respondents in Palouse than Garfield assigned a C, D, or F to performance of the school district and to the educational program in the schools, and about the same percentages rated the Board performance either C or D. Differences between ratings of school district performance and of the educational program offerings were statistically significant at slightly more than the 1% level of confidence. This means that the choices are better than 99 out of 100 that the differences obtained represent a true difference between the populations in the two districts rather than having occured by chance between the sample groups.

Evaluation of School District By Groupings

Gender. In the Garfield district 77% of the men and women evaluated their school district A or B. Twelve percent of the women and none of the men gave a C evaluation, and 6 percent of the men and none of the women gave a D rating. Of the men and women, 17% and 12%, respectively, gave no response or indicated they didn't know. In the Palouse district, 54% of the men and 57% of the women evaluated the school district A or B, while 31% and 21%, respectively gave a C rating. Nine percent of the men and 5% of the women gave a D or F rating. Six percent of the men and 18 percent of the women indicated they didn't know.

Of the Garfield parents, 67% of the men and 50% of the women assigned an A or B evaluation, while 11% and 33%, respectively, gave a C rating. Evaluations of D were given by 22% of the men and 17% of the women.

Rural or City Residence. Three fourths of the Garfield city residents, and 82% of the district rural residents gave the school district a rating of A or B. Eighteen percent of the rural residents and 9% of the city residents didn't know what rating they would assign. Nine percent of the city residents assigned a C, and 3% a D. Slightly over one-half (53%) of both the Palouse city and rural residents gave a rating of A or B. A C was assigned to the district by 27% of the city and 21% of the rural residents interviewed. Five percent of both the Palouse city and rural residents gave a rating of D, and 2% of the city residents gave a rating of F. Thirteen and 11% of the city and rural residents, respectively, indicated they didn't know what rating to give.

Length of Residence. Garfield district residents of 5 years or less graded the school district by givng A or B (57%), C (14%), and D (14%). Fifteen percent didn't know what grade they would give. In the Palouse district 25% gave a grade of A or B, and 42% gave a C grade; another 33% didn't know what grade they would give. Garfield parents who lived in the district 5 years or less gave A or B (67%) and C (33%). Of the Garfield residents living in the district 6-10 years, 100% gave and A or B grade as did 73% of those in Palouse district; 27% of the latter gave a C grade. All of the 6-10 year Garfield parent residents gave a B grade.

Of the Garfield residents living in the district over 10 years, 79% gave an A or B; 6% gave a C, and 1% didn't know what grade they would assign. In the Palouse district, 58% gave an A or B, 21% a C and 11% a D or F. Eleven percent of the long term residents of the Palouse district didn't know what grade they would give. Of the long term (over 10 years) Garfield parents 55% assigned an A or B, 18% a C, and 27% a D.

Evaluation of Board Performance by Groupings

Gender. A and B ratings of school board performance were assigned in Garfield district by 59% of the men and 42% of the women; a rating of C was given by 24% of the men and 12% of the women. None of the men and 4% of the women rated the performance D, while 18% of the men and 42% of the women indicated they didn't know or gave no answer. In the Palouse district 57% of the men and 41% of the women evaluated school board performance A or B, and 17% of the men and 15% of the women assigned a C. Nine percent of the men and 3% of the women rated the performance D, while 17% of the men and 41% of the women didn't know or gave no answer.

Among Garfield parents 56% of the men and 67% of the women gave a rating of A or B, while 22% of the men and 17% of the women gave a C. Of these respondents, 22% of the men and none of the women gave ratings of D or F. Seventeen percent of the women and none of the men indicated they didn't know, and none refused to answer.

Rural or City Residence. Performance of the Garfield School Board was rated A or B by one-half the city and 46% of the rural residents interviewed. A C was assigned by 19% of the city and 9% of the rural residents; 45% of the rural residents didn't know what rating to give. Of the other city residents, 3% gave a D rating, and 22% didn't know. Six percent of the city residents gave no answer.

In the Palouse district, 46% of the city and 58% of the rural residents gave an A or B rating, while 18% of the city and 11% of the rural residents gave a C rating. A D rating was given by 6% of the city and 5% of the rural residents. Twenty-six percent of the rural and 27% of the city residents didn't know what rating they would give. Four percent of the city residents gave no answer.

Length of Residence. Garfield residents of 5 years or less assigned evaluations of Board performance as A or B (14%) and C (29%); 57% didn't know what grade they would assign. Of those that had lived in the district 6-10 years, 100% assigned A. Palouse residents of 5 years or less gave A or B (33%), C (8%), and D (17%); 42% didn't know what grade they would give. Seventy-three percent of the 6-10 year Palouse residents gave an A or B, 20% gave a C, and 7% didn't know. Two-thirds of the Garfield parents of 5 years or less assigned a B and a third didn't know, but 100% who lived there 6-10 years gave a C rating.

Of the long term Garfield residents (over 10 years), 52% gave A or B to school board performance, 15% gave a C, and 3% gave a D; 30% didn't know what grade they would give. In the Palouse district long term residents assigned an A or B (44%), C (17%), and D (4%), while 34% didn't know what grade to give. Of the long term Garfield parent group, 64% gave an A or B, 18% a C, and 18% a D or F.

Evaluation of Educational Offerings By Groupings.

Gender. Of the Garfield men and women respondents, 77% and 65%, respectively, gave an A or B rating to the educational program, and 18% and 19%, respectively gave a C rating. None of the men and 8% of the women rated the program D; 6% and 8% of the men and women, respectively indicated they didn't know. In the Palouse district 40% of the men and 46% of the women gave the educational program an A or B rating, and 26% and 28%, respectively, assigned a C. Fourteen percent of the men and 3% of the women assigned a D or F, but 20% of the men and 23% of the women indicated they didn't know.

Two-thirds of the Garfield men parents and 83% of the women parents assigned an A or B, while 11% of the men and no women assigned a C. Twenty-two percent of the men and none of the women gave a D rating, while 17% of the women and none of the men gave an F.

Rural or City Residence. The educational program was rated A or B by 66% of the Garfield city and 82% of the rural residents; 22% of the city and 9% of the rural residents rated the program C. Six percent of the city and none of the rural residents assigned a D rating. Six percent of the city and 9% of the rural residents didn't know what rating they would assign. They educational program was rated A or B by 42% of the Palouse city residents and 47% of those in the rural area. A C was assigned by 27% of the Palouse city residents and 26% of the rural residents. Of the remaining Palouse city residentes 7% assigned a D, 2% an F, and 22% didn't know what rating to give. Of the remaining rural residents 5% gave a D rating, and 21% didn't know what rating they would give the program.

Length of Residence. Short term Garfield residents (5 years or less) assigned an A or B (71%) to the educational programs in the schools as did 42% of those in the Palouse district. A grade of C was assigned by 14% and 17% respectively in Garfield and Palouse as was a grade of D by 14% and 8%, respectively. A third of the Palouse short term residents did not know what grade they would assign. Two thirds of the short term resident Garfield parents gave a B rating, and one-third gave an F. All of the Garfield residents of 6-10 years and 67% of the respondents in Palouse of 61-0 years residence gave an A or B rating, and 33% of the latter assigned a C. All the Garfield 6-10 year resident parents assigned a B.

Of the long term Garfield residents (over 10 years), 70% assigned an A or B to the educational programs as did 36% in the Palouse district. Eighteen and 28%, respectively, assigned a C, and 3% and 11% assigned a D or F. Nine percent of the Garfield long term residents and 26% of those in Palouse didn't know what grade they would assign. Of the long term resident Garfield parents, 73% assigned an A or B, 9% a C, and 18% a D.

Priority of Need for Improvement

All Respondents in Both Districts

When asked how high a priority rating they would assign to the need for improvement in the educational programs offered in the schools 44% of the Palouse and 32% of the Garfield respondents indicated it was top priority.

This was the case for 47% of the Garfield parent group. While 16 and 13 percents, respectively, of the Garfield general population and parent groups would assign a high priority to the need for improvement, this was the case for 34% of the Palouse respondents. Thirty-five percent of the Garfield general population respondents and 40% of the parent group assigned a low or medium priority to the need for improvement, as did 37% of the Palouse residents. Respondents indicating they didn't know what priority they would assign represented 5 and 7 percents, respectively, in the Garfield and Palouse general population groups.

Priority By Groupings

Gender. Forty-one and 46% of the Garfield men and women, respectively, indicated they would rate the need for improvement in educational programs offered a top priority; 18% of the men and 15% of the women felt the need for improvement should be a high priority. While 41% of the men and 31% of the women felt the need for improvement was of medium priority, none believed such improvement was of low priority. Eight percent of the women and none of the men indicated they didn't know. In Palouse, 3% of the men and none of the women believed the need for improvement was of low priority, while 31% and 33%, respectively, thought that such improvement was of top priority. High priority was assigned by 37% and 31%, respectively, of the men and women. Medium priority was assigned by 23% of the men and 28% of the women, while 6% and 8%, respectively, indicated they didn't know.

One-half of the women parents and 44% of the men parents believed need for improvement in the educational programs was of top priority, while 22% of the men and no women assigned such improvement high priority. Twentytwo percent of the men and no women parents thought such improvement was of low priority, while one-half of the women and 11% of the men indicated medium level priority.

Rural or City Residence. In the Garfield district, 59% of the city residents and 54% of those in rural areas rated the need for improvement in the educational program as being of high or top priority. Of the city residents, 34% rated the need for program improvement a medium priority as did 36% of the rural residents. Six percent of the city residents didn't know what priority they would place on the need for educational program improvement. Two-thirds of the Palouse city residents and 63% of those in rural areas felt need for improvement was of high or top priority. One-fourth of the Palouse city residents and 26% of the rural residents assigned a medium priority to the need for improvement, and 2% of the city respondents gave the need a low priority. Six percent and 11% of the city and rural respondents didn't know what priority they would assign.

Length of Residence. Of the Garfield short term residents (5 years or less), 57% believed the need for improvement of the educational program was of high or top priority as did 82% of the short term Palouse residents and a third of the Garfield parents. Medium level priority was given by 43% of the Garfield short term residents, 17% of those in Palouse, and 67% of the Garfield parents. Eight percent of the Palouse short term residents didn't know.

All 6-10 year Garfield residents and Garfield parents assigned a medium level priority to the need for program improvement compared to 13% in Palouse. In Palouse, 80% of the 6-10 year residents assigned a high or top priority to the need for program improvement, and 7% didn't know.

In Garfield, 61% of the residents of over 10 years and 60% in Palouse believed the need for educational program improvement was of high or top priority, while 6% in each district didn't know. About one-third in each district assigned a medium priority to need for improvement, and 2% of the Palouse respondents gave the need a low priority. Of the long term resident Garfield parents, 73% believed the need for improvement was of high or top priority; 9% gave the need a medium priority, and 18% indicated the need was of low priority.

Other School Evaluations

Respondents were asked whether they believed that the schools are headed in the right direction in preparing students adequately for tomorrow. Percentages of respondents who either agreed or strongly agreed the schools were headed in the right direction were Garfield general population 79%, Garfield parents 43%, and Palouse general population 61%. Percentages of each group who disagreed that the schools were headed in the right direction were: Garfield general population - 7%, Garfield parents - 40%, and Palouse general population 16%. Percentages who strongly disagreed were 0%, 7% and 4%. Twelve and 19 percents, respectively, in Garfield and Palouse general population groups indicated they didn't know, and 2 percent in Garfield refused to answer this question. Differences in response among the three groups were statistically significant at the 2% level of confidence, and the difference between the Garfield and Palouse respondents who indicated a level of priority were significant at the 5% level. Garfield residents more than Palouse residents felt the schools were headed in the right direction.

Respondents were asked if they agreed that good educational value is now provided for the tax dollar by the district. Nine percent of the Garfield population sampled disagreed as did 20% of the parent group, but 74% of the population group and 73% of the parent group agreed; 16% of the former and 7% of the latter didn't know. In Palouse, 23% didn't know, but 54% agreed, and 23% disagreed. The difference between respondents in Garfield and Palouse districts was significant at the 5% level, so more Garfield residents than in Palouse believed good educational value for the tax dollar is now provided by the district.

Opinions About Selected School Offerings and Practices

The school Board, administrators, and citizens study group members identified selected aspects of school offerings and practices about which public opinion was desired. Respondents were asked to tell whether they strongly agreed, agreed, disagreed, or strongly disagreed with 8 different positive statements. Each respondent was given a card on which appeared the four responses from which they could select on hearing the statements. Shown in Table 7 are percentages of response for each respondent group.

TABLE 7

Percents of Responses By Group Regarding School Offerings

School Offerings	Strongly Agree	Agree	Dis-Agree	Strongly Disagree
The school should offer an academic program for students planning to attend college				
Garfield (Population)	44	56	-	-
Palouse (Population)	53*	43	2	1
Garfield (Parents)	47	47	6	-
The school should offer a vocational program for students not planning to attend college				
Garfield (Population)	42	51	7	-
Palouse (Population)	51*	43	3	-
Garfield (Parents)	47	40	13	-
The school should offer classes for adults				
Garfield (Population)	-*	65	28	2
Palouse (Population)	5*	46	37	5
Garfield (Parents)	-*	60	20	13
The school should offer such extra class activities as band, athletics clubs, chorus, and cheer leading				
Garfield (Population)	30	63	5	2
Palouse (Population)	26	66	8	-
Garfield (Parents)	27	73	-	-
The school should offer sports events in competition with other schools				
Garfield (Population)	24	67	7	2
Palouse (Population)	20	73	7	-
Garfield (Parents)	33	53	14	-

*Difference between sum of percents and 100 represents non-response or response of don't know.

There were no statistically significant differences among the groups in their responses about school offerings. Any differences in percentages could be due to chance and give no reason to believe with confidence that any real difference exists in the populations from which the samples were drawn. It is interesting to note that the offering of classes for adults drew the largest percentages of negative responses, particularly in Palouse. There was general agreement among the three groups regarding what the school should offer, except on classes for adults. On this matter there was an apparent split opinion, especially in the Palouse District.

TABLE 8

Percents of Responses By Group Regarding School Practicies*

School Practices	Strongly Agree	Agree	Dis-Agree	Strongly Disagree
More productive use should be made of the school day; eliminate interference of extra-curricular activities during the school day.				
Garfield (Population)	14	40	33	5
Palouse (Population)	14	37	41	3
Garfield (Parents)	40	7	47	6
High School seniors should be required to attend class a full day.				
Garfield (Population)	19	51	23	5
Palouse (Population)	32	47	16	-
Garfield (Parents)	47	27	26	-
Existing cooperative efforts between the Palouse and Garfield school districts should be expanded to provide increased programs and support services for children in both districts.				
Garfield (Population)	28	63	7	-
Palouse (Population)	24	64	7	1
Garfield (Parents)	33	47	20	-
The present combined athletic program should be continued.				
Garfield (Population)	37	56	5	-
Palouse (Population)	34	61	-	1
Garfield (Parents)	40	53	7	-
Both districts should continue to have a single joint superintendent.				
Garfield (Population)	37	54	5	-
Palouse (Population)	19	60	8	1
Garfield (Parents)	33	47	13	7
Information on school finances now made available to the community is adequate.				
Garfield (Population)	2	54	21	9
Palouse (Population)	3	32	37	5
Garfield (Parents)	-	53	27	13
More information on school finances should be made available to the community.				
Garfield (Population)	12	37	33	2
Palouse (Population)	16	53	22	1
Garfield (Parents)	20	53	20	-

*Differences between the sum of percentages and 100 are due to non-response or a response of don't know.

Information shown in Table 8 reveal opinions concerning certain selected school practices. The same kinds of reactions were sought to positive statements about these practices. As can be seen, percentages of respondents were about evenly split in terms of agreement or disagreement concerning whether more productive use should be made of the school day by eliminating interference of extra-curricular activities during the school day, and differences between the groups were not statistically significant. With no statistically significant differences between the groups is is apparent the respondents believed that high school seniors should be required to attend class a full school day. Overwhelmingly, respondents believed that existing cooperative efforts between the Palouse and Garfield districts should be expanded to provide increased programs and support services for children in both districts and that the present combined athletic program should be continued. A large majority of all respondents thought the two districts should continue to have a single joint school superintendent.

A small majority of Garfield respondents indicated that information on school finances now made available to the community was adequate, and 14% indicated they didn't know. Palouse respondents were about evenly divided in opinion, and 23% indicated they didn't know if the information was adequate. In both districts, especially in Palouse, the largest percentages of respondents indicated more information on school finances should be made available to the community. On this question, 14% of the Garfield and 8 percent of the Palouse respondents indicated they didn't know, and 2% of the Garfield respondents gave no answer to the question. From the response, it appears more information on school finances would be desired.

Opinions About Future Modes of Cooperation on Educational Programs

Respondents were asked various questions about ways the two districts should enhance educational program offerings for students. Percentages of responses are presented in Table 9. Observation of the percentages reveal that a strong majority of the general population respondents in both districts believed the two school districts should consider joint offerings in specific subjects not now available in either district (Garfield 95%; Palouse 88%). Garfield parents were split 60% - 40% on the matter with the majority favoring such action, and their opinions differed significantly at the 1% level of confidence statistically from the general population.

A large majority of all respondents believed that students should be bused for part of the day to the other district if joint offerings in new or existing subjects would improve educational programs. There were no significant statistical differences in responses among the groups. The population group respondents in both districts were about evenly divided in opinion as to whether the school day should be lengthened to allow more inter-district travel for joint offerings in specific subjects (Garfield 47% for and 47% against; Palouse 42% for and 45% against). Garfield had 7% and Palouse 14% responses of don't know. Garfield parents favored the idea by a 60% - 33% response with 7% indicating they didn't know.

TABLE 9

Percent of Responses on Mode of Educational Program Enhancement*

Mode of Cooperation	Strongly Agree	Agree	Dis-Agree	Strongly Disagree
The two school districts should consider joint offerings in specific subjects not now available in either district.				
Garfield (Population)	30	65	3	2
Palouse (Population)	35	53	8	-
Garfield (Parents)	27	33	33	7
Students should be bused for part of the day to the other district if joint offerings in new or existing subjects would improve educational programs.				
Garfield (Population)	9	70	12	9
Palouse (Population)	15	60	20	1
Garfield (Parents)	27	53	20	-
The school day should be lengthened to allow more inter-district travel for joint offerings in specific subjects.				
Garfield (Population)	5	42	35	12
Palouse (Population)	5	37	41	4
Garfield (Parents)	20	40	33	-
The two districts should cooperate further by combining student bodies from both schools at one location for Junior High school purposes.				
Garfield (Population)	5	40	33	14
Palouse (Population)	11	31	41	12
Garfield (Parents)	20	33	40	7
The two districts should cooperate furhter by combining student bodies from both schools at one location for High School purposes.				
Garfield (Population)	12	56	16	12
Palouse (Population)	16	41	26	12
Garfield (Parents)	20	33	47	-
The two districts should cooperate further by combining student bodies from both schools at one location for elementary school purposes.				
Garfield (Population)	-	7	54	35
Palouse (Population)	1	14	43	38
Garfield (Parents)	7	6	67	20

TABLE 9 (Cont.)

Mode of Cooperation	Strongly Agree	Agree	Dis-Agree	Strongly Disagree
Palouse and Garfield districts should be consolidated to improve educational programs and services to children in both districts.				
Garfield (Population)	-	30	28	40
Palouse (Population)	10	26	32	23
Garfield (Parents)	20	7	53	13

*Differences between sum of percents and 100 are due to non-response or a response of don't know.

An attempt was made to determine how the public felt about combining student bodies from both schools for different grade levels for school purposes. Garfield population and parent groups were about evenly divided as to whether they would favor combining student bodies for Junior High School purposes, and a slight majority of Palouse respondents would not favor such an action. A large majority of all groups would not favor combining elementary school students. Slightly over two-thirds (68%) of the Garfield population respondents and a slight majority of parents (53%) would favor combining student bodies for high school purposes. In the Palouse district, 57% of the respondents favored combining student bodies for high school purposes, 38% disagreed, and 5% didn't know about such action.

Slightly over two-thirds (68%) of the Garfield population respondents and two-thirds of the parents opposed the consolidation of Garfield and Palouse districts to improve educational programs and services to children in both districts. Favoring such action in Palouse were 36%; 55% disagreed; and, 9% either didn't know or gave no response to the question.

Subjects Which Should Be Offered Cooperatively

Respondents were asked which of several selected types of educational offerings should be provided cooperatively by the two districts. Percentages of responses about these offerings are shown in Table 10. An examination of results reveals that in all instances a higher percentage of Garfield than Palouse respondents believed that each of the offerings listed should be offered cooperatively. A large majority of both Palouse and Garfield respondents believed the offerings cited should be offered cooperatively. The offering about which there was most disagreement registered was consumer education. One might wonder if the negative reaction was to offering the subject or to offering it cooperatively, although a substantial majority responded favorably.

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TABLE 10

Percent of Response About Cooperative Educational Offerings

Educational Offerings	Strongly Agree	Agree	Dis-Agree	Strongly Disagree	NA DK
Art and Music					
Garfield (Population)	14	81	3	-	2
Palouse (Population)	18	65	8	1	8
Garfield (Parents)	13	73	14	-	-
Foreign Language					
Garfield (Population)	16	81	3	-	-
Palouse (Population)	22	63	8	-	7
Garfield (Parents)	27	60	13	-	-
Adv. Math and Science					
Garfield (Population)	21	74	5	-	-
Palouse (Population)	22	62	9	-	7
Garfield (Parents)	27	47	26	-	-
Computer Education					
Garfield (Population)	28	65	5	-	2
Palouse (Population)	24	60	8	-	8
Garfield (Parents)	27	53	20	-	-
Vocational Education					
Garfield (Population)	21	74	3	-	2
Palouse (Population)	19	65	8	-	8
Garfield (Parents)	33	60	7	-	-
Consumer Education					
Garfield (Population)	7	74	12	-	7
Palouse (Population)	10	65	15	1	9
Garfield (Parents)	13	60	27	-	-
Career Education					
Garfield (Population)	12	81	7	-	-
Palouse (Population)	16	64	9	-	11
Garfield (Parents)	27	60	13	-	-

Support Services which Should be Offered Cooperatively

Members of each interview group were asked which of several types of support services should be provided jointly by the two districts. Percentages of responses about these services are presented in Table 11. One can see that a large majority of all respondent groups would favor joint district provision of transportation, library materials, and counseling services. Although a slight majority of the respondents would favor joint district provision of hot lunches, over 3 of every 10 respondents from Palouse and 4 of every 10 from Garfield disagreed with the idea. The largest percentage of Palouse respondents disagreed that

school maintenance should be provided jointly, but Garfield respondents were about evenly divided in their opinions. The largest percentage of Garfield parents objected to the idea.

TABLE 11

Percent of Response About Joint Provision of Services

Support Service	Strongly Agree	Agree	Dis-Agree	Strongly Disagree	NA DK
Transportation					
Garfield (Population)	14	77	7	-	2
Palouse (Population)	14	58	15	4	9
Garfield (Parents)	33	60	7	-	-
Hot Lunch					
Garfield (Population)	2	49	30	7	12
Palouse (Population)	9	53	28	4	6
Garfield (Parents)	13	40	40	-	7
School Maintenance					
Garfield (Population)	7	42	44	2	5
Palouse (Population)	2	38	45	4	11
Garfield (Parents)	13	33	40	14	-
Library Materials					
Garfield (Population)	12	70	16	-	2
Palouse (Population)	16	64	14	1	5
Garfield (Parents)	13	73	7	7	-
Counseling Services					
Garfield (Population)	26	72	2	-	-
Palouse (Population)	18	61	12	1	8
Garfield (Parents)	33	47	20	-	-

Twelve respondents suggested the joint provision of some other type of service than those about which they were asked. They were: everything (3), special education (3), teaching staff/classes (2), athletic departments, office personnel and equipment, and consolidation in near future. Garfield parents suggested joint anything, classes, and activities such as prom, dances, etc. (Number in parenthises indicate number of times mentioned if more than once.)

What Respondents Think are Best and Suggestions for Improvement

Respondents were asked to identify things they thought were best about the schools and ways they believed the school could be improved most. Results are presented below.

Things Believed Best about the Schools

Respondents were asked to identify one or two things they thought were best about the schools. Listed below are the comments by grouping. Shown in parenthesis after the name of the grouping is the number of respondents giving a response. Numbers in a parenthesis after a comment indicate the number of times it was cited if more than once.

Garfield City Population (26)

Staff

Run by administration very well
Teacher/student relations in a small classroom (2)
Good teaching staff (2)
Teachers and administrators
Individual attention and recognition of students (2)
Student teacher ratio (2)
Relationships between teacher and student is better

Communications

Community involvement
The newsletter
Principal keeps in contact with general public very well
Communications with administrators (3)
Letters to parents between quarters
Good communication with lower grade teacher
Relationship between school and community is better
Good parent staff relationships

Plant

Plant well kept up; good school building
Nicely maintained

Students

Kids are great
Attitudes of students
School morale improved a great deal
Cooperation of all students needed to make any program work

Program

Provides good basic education (2)
Performance of students is good
Quality of education; prepares you for college
Students seem to be qualified when they go to college
General learning atmosphere
Athletic programs; girls sports; computer instruction
More programs are good

Miscellaneous

Fact that we have a school here
Attitude and spirit of all involved (Viking Spirit)
Mixing of economic groups

Garfield Parents (14)

Staff

Good teachers; most teachers are pretty good, good class of people teaching
Most teachers put forth extra effort
Student-Teacher ratio; small class size and one on one
Administrators and secretaries
Size of class, teacher relationship
Administrative leadership is good
Good teaching staff on a whole
Small classes and individual attention; individiaulized attention

Communications

Good parent/teacher communications
Community support
Community Participation in school activities

Plant

Good facility- school plant in good condition

Students

Improvement in attitude at school good
Student morale

Program

Good educational program - not too easy for the kids
Number of activities offered in and out of school
Student of the month program

Miscellaneous

They are trying to do something about cooperation leaning toward consolidation, hopefully.
Bus rules
Distance is close from home to school
Once there was a program for the evaluation of teachers by administration and teachers and a class in Pullman was subsequently offered to them to allow them to improve themselves

Garfield Rural Population (8)

Staff

Elementary teachers; many good teachers; good teachers
Teacher attitude and discipline
Closeness, personal attention to students; good contact between students and teachers
Present administration

Communications

Parent-teacher communications; parent administration communications
Community input

Program

Accreditation has always been achieved
Many students have gone to further schooling
All students have the opportunity to participate in a wide scope of educational opportunities
Sports program

Miscellaneous

Hot lunch
Deducation of school board
Just think its a pretty good school
School morale is good

Palouse City Population (36)

Staff

Good teachers; concerned teachers; teachers accessible
One on one relationship teachers give students; personal attention available in small school; small classes (3); individual attention
Teacher involvement - likes kids
New administration
Genuinely interested in students
Small enough for individual atteniton; small size; small atmosphere
Outstanding personnel; good school personnel
A lot of teachers should be commended for what they are doing with the kids. Things seem to be running smoother
Student support by teachers, young teachers/agressive/take responsibility, older dedicated teacher balance. Teachers here because they want to be.
More individual help in our small school than in a larger school
Dedicated teaching staff - committed to students
Pleased with disipline

Communications

Relations between teachers and the community
Good cooperation
School well integrated within community
Good to have interest in community's feelings and ideas
Keeping people well informed, open communications
Good combined effort

Plant

Made good comeback since the fire
Very well cleaned and maintained; appearance of school
Good facilities (3); nice school building (3); new school building is very nice

Students

Small size allows kids to know each other

Program

Ag program; music program; offer good basic education; special education is good and improved
Students well prepared for college
Joint athletics are working out well
Most kids are involved in some sort of extra-curricular activity small enough school to allow that

Miscellaneous

Participation from community with extra-curricular classes as band, ag/FFA is really good
Good materials/equipment
Small school - don't have large school related problems
That we have one here in Palouse
Good schools here until last few years

Palouse Rural (16)

Staff

Teachers are more open and helpful this year
Above average individual attention
Principal shows interest in each student
Small classes and more one on one teaching; personal attention
Student-teacher ratio; good teachers
Devotion of the teachers commitment to students
New change in administration; like new principal
Teachers seem to be really trying hard to do their job

Communications

Good rapport with new administration
New turn over of staff has helped with school cooperation

Plant

Good facilities; building maintenance and care; new facilities at Palouse

Program

Music program; Ag program strong and should always be
Remedial programs in reading and math
Everyone given free participation in extra-curricular activities
Good football season

Miscellaneous

Its our school in our own community
Size of school - big is not necessarily better
Like smallness of the school

Things that could be Improved Most

Respondents were asked what one or two ways they believed the school could be improved most. Responses are shown by grouping, and the number of respondents giving an answer is found in parenthesis after each group name. Numbers in parenthesis after comments show the frequency if mentioned more than once.

Garfield City Population (24)

Staff

Better teachers in certain subjects
Rate teachers on performance - get rid of tenure
Outside personnel to come in and observe teachers to improve teaching techniques
Use merit pay to encourage good teaching and penalize the poor teachers
Abolish teacher's union
Less structured teaching dictated by administration
Better teacher evaluations
Take favoritism out of the school

Students

Bigger enrollment; need more students; more student input without being reprimanded
Students should be in school for the full school day

Program

Less time on sports and give students more time to do homework
Offer broader range of athletics
Larger variety of classes available; class choice; wider variety of classes

Better balance with drama and music versus athletics
More foreign languages offered
Stress reading and math; coping at higher level especially in math and sciences
Start kids on computers early
Offer more advanced classes by putting advanced students together from both districts
More cooperation with Palouse to have a wider selection of elective classes
Requirements so you can get full credit for classes taken
PE grade or music grade should not be dependent on physical abilities or talents
Go back to basics in education
Better funding is key to improved offerings
More of a unified grading system

Interdistrict Relationships

Work at cooperating
If we consolidate programs, teachers should travel instead of students
Change things in Olympia - keep the school here - cooperate if necessary but not consolidation
Consolidate the high schools

Garfield Parents (14)

Staff

Would like to see a merit pay for the teachers
Have a better system of getting rid of teachers who are not doing an adequate job
Better teacher-student relationship in teaching methods

Communications

Listen to the parents in regard to problems with teacher or students
Better communications
More parental involvement in non-sport activities

Students

A stronger discipline code for the students
Be more strict at recess -- don't let students poke fun at the slow students

Program

Offer more subjects; more courses in secretarial and business
Less sports; gear down athletics -- now take too much time; drop some sports (less emphasis)
More modern tehcnology and training a future class

Interdistrict Relationships

In the end consolidation may improve the quality of education - do it before the state mandates a situation we don't want. Use existing buildings instead of building a new one. Make this move in the next two years.

Miscellaneous

Make better use of community resources
Better use of money provided

Garfield Rural Population (6)

Program

Larger sports offerings - - like baseball
Less emphasis on athletics and more on academics (2)
Offer more advanced classes
Need Vo-Ag FHA and FFA
Try to schedule so requirements are not against interesting electives
More support for classes by interested individuals
Drop computer education until kids reach 9th or 10th grade or so - its a waste of time at younger ages.
Give consideration to a pass-fail grading system for classes such as PE so it doesn't affect grade point entering college
Teach more about cultural arts and music

Plant

Vocational education shop needed

Interdistrict Relationships

Think schools should cooperate as much as possible on lots of subjects. A merger Colfax-Palouse-Garfield would be good.

Miscellaneous

More community support in music, art, and other projects

Palouse City Population (40)

Staff

Working towards team approach of school board/administrator/teachers positive communication.
Have better teacher in.
Give teachers more freedom to discipline the children
Start with dedicated teachers

Need highly qualified counselor, counseling done by non-teacher
More could be brought out of teachers for activities
Elementary counselor that can help with guidance
Spend more money and have more teachers

Students

More discipline against dirty language at recess
Pregnancy -- would rate low whoever makes policy concerning pregnant students attending school -- should not attend school while pregnant.
More discipline.

Program

More variety of high school classes; students should have more options in classes
More drama offerings; add communication skills class in high school
Get home economics back (3)
Offer a shop program
More special education classes
More emphasis on education -- basic advanced programs -- the three R's; strengthen academics
Upgrade high school math; math
More coordinated curriculum; individualize instruction
More emphasis on college preparation; include a foreign language
More visual representation in liberal arts courses
Computer oriented courses related to college
Prep courses in the sciences
Be tougher on kids about learning
Study curriculum thoroughly
Many books in school library should not be there at all. Current books have gotten away from teaching basic values.
More computers, new and modern textbooks
Language labs
Arts, music, and literature are too often considered frills, and should not be considered such. Students need a more broad-based education. Students need to learn to think and be creative, not to digest material fed to them. Difficult to do in regimented school system.

Communications

More involvement with community (2); more communciation
Active PTA; form PTO organization
Better communication between parents and school about school schedules
Satisfied with what I know about the schools, if I had a child in school now I might feel differently

Support Services

Hot lunch program (6)
Bigger budget
Better use of tax dollar
Give teachers more money

Interdistrict Relationships

Share academic programs but keep schools individual identity
Continue with cooperation between Garfield and Palouse
Too not only look at Garfield for cooperation, but to look at the universities and other sources around (also Pullman)
Consolidation of activity of school districts for efficiency and quality of facility, teaching, materials. Best use of talents

Miscellaneous

Not prepared for college -- don't know how to study

Palouse Rural Population (12)

Program

More variety of classes in high school; lack of offerings
More selection of courses in math, computer and sciences
Broaden vocational programs
Should emphasize commercial subjects such as typing, shorthand, computers, and word processing
Kids should practice sports in PE classes instead of after school
Reinstituting basic high school courses
Increase curriculum to better provide for students going on to higher education

Staff

I think the teachers area too protected, can't get rid of the bum ones. Parents should have input into teaching technique. Some teachers won't give help to parents.
More time spent with real world situations out of classroom experience.
More community involvement with teachers.
Teachers and adminsitrators should live within the school district.

Students

It should be demanded that the students in all grade levels show respect to their teachers. The language the kids use at school should not be allowed.

Support Services

Bring hot lunches back

Support For a Tax Lavy

All Respondents in Both Districts.

Citizens interviewed were asked if they would support a higher tax levy to enhance the educational offerings. No particular method was mentioned. In the Garfield District, 56% agreed they would do so,

while 42% would not, and 2% indicated they didn't know. In the Palouse District, 60% agreed they would support a higher tax levy to enhance the educational programs, 38% indicated they would not do so, and 2% didn't know. Of the Garfield parents, 53% would support a higher tax levy, 33% would not, and 13% either didn't know or refused to answer.

Support By Groupings

Gender. In the Garfield district, 59% of the men and 54% of the women would support a higher tax levy to enhance the educational offerings, while 35% and 46% of the men and women, respectively, would not support a higher tax. Six percent of the men and none of the women indicated they didn't know. In Palouse, twenty-nine percent of the men and 46% of the women would not support a higher tax levy for the purpose, but 71% of the men and 49% of the women respondents would support a higher tax levy for the purpose. Three percent of the women and none of the men indicated they didn't know.

Among Garfield men parents responding 56% would support a higher tax levy to enhance the educational offerings as would 50% of the women parents. One-third of the men and women parents would not support a higher tax levy for the purpose; 11% of the men didn't know, and 17% of the women gave no answer.

Rural or City Residence. Over one-half (56%) of the Garfield city residents indicated they would support a higher tax levy to enhance the educational offerings as did 55% of the rural residents. Three percent of the city residents didn't know, and all others in both city and rural areas indicated they would not support such a levy. In Palouse city, 66% of the respondents would support a higher tax levy for the purpose as would 37% in the rural areas. Two percent of the Palouse city respondents and 5% of the rural respondents didn't know if they would support such a levy; others would not do so.

Length of Residence. Twenty-nine percent of the Garfield short term residents (5 years or less) and 67% in Palouse would support a higher tax levy to enhance the educational offerings as would all the short term Garfield parents. All other short term residents would not support such a levy, except 8% in Palouse who didn't know if they would. All 6-10 year Garfield residents and 53% of those in Palouse would support such a higher levy; others would not, even in the Garfield parent group.

Of the long term (over 10 years) Garfield residents 61% would support a higher tax levy as would 60% in the Palouse district and 46% of the Garfield parents. Eighteen percent of the Garfield parents and 3% of the Garfield residents didn't know; all others in each group would not support a higher levy.

Differences Between Garfield Groups

As stated earlier, the Garfield representatives decided to contact not only persons selected at random from the general population but also another randomly chosen group from persons with children currently enrolled in school. An analysis was made to determine what statistical differences there might have been in responses from the two sample groups. Put another way tests were made to determine if the two sample groups were from the same total population groups. The criterion established was that one could accept the probability that any observed differences might have represented real differences in the total populations from which samples were drawn 95% of the time with a chance of being wrong 5% of the time if successsive samples were to be drawn randomly. This level of statistical significance is known as the 5% level. If one desired to be wrong 1% of the time, that level is known as the 1% level of significance. Usually for purposes of this kind of study, the 5% level is sufficient basis on which to assert conclusions.

Significant differences in responses were as follows:

1. The population group had more older children who had attended schools in Garfield.
2. The parent group rated the school district higher than did the population group.
3. The population group believed that more productive use should be made of the school day; eliminate interference of extra curricular activities during the day than did the parent group.
4. The population group believed more than the parent group that the schools are headed in the right direction in preparing students adequately for tomorrow.
5. The population group was more supportive than the parent group for the idea that the two schools should consider joint offerings in specific subjects not now available in either district.
6. The population group favored more than the parent group the provision of counseling service jointly by the two districts, but the parent group favored more the cooperative provision of advanced mathematics and science.

There were no significant differences in responses of the two groups on any other questions.

Differences Between Garfield and Palouse

The Garfield population group was found to have had more older children that had attended school in the district, to have been a district resident longer, to have a greater amount of education, and to have never had children in the schools. More of the Palouse group had been a teacher or counselor in the schools. However, significantly more of the Garfield group had served on a school committee or had been a PTO member. Significant differences in responses were as follows:

1. The total Garfield group rated the school district and the educational program higher than did the Palouse group.
2. More of the Palouse than Garfield residents got most of their information about the schools through news releases, but more Garfield residents got information through mailed community newsletters.

There were no other significant differences between responses of citizens in the Garfield and Palouse districts. Any apparent or observable differences in responses among members of the sample groups interviewed could have arisen by chance alone. Although the makeup of the two districts is different, residents had similar views on nearly all the questions asked in this study.

Information For Palouse Schools Only

The Palouse citizens and Board members were interested in public reaction to some concerns that pertained to only that district. This section contains a report of those findings.

Program and Service Restoration Priority

Citizens were asked the order of importance in which they would have 5 different programs and services restored when the school district receives the full levy this spring. Respondents were asked to assign a rank order from 1 to 5 to each program or service. Findings are shown in Table 12.

TABLE 12

Priority For Restoration of Programs and Services

Program or Service	Rank Order By Percent				
	1	2	3	4	5
Hot lunches	61	16	8	4	7
Home Economics	27	45	23	4	-
Art Classes	11	19	35	16	16
Field Trips	1	8	23	37	28
Junior High Interdistrict Sports	-	12	10	31	37

Clearly the number one priority was the restoration of hot lunches. Restoration of classes in home economics was second order priority, and the restoration of art classes was third order. Fourth order was field trips, and restoration of Junior High School interdistrict sports was fifth.

Additional Progrms Wanted

When asked if there were additional educational programs not presently offered in the Palouse schools they would like to have them offer, 47% said yes, 14% said no, and 39% didn't know. Thirty-six persons indicated wheat programs and services they would want offered, and they are listed below.

Rural (11)

Computer education classes (5)
Home economics (2)
Foreign languages (2); music
Advanced math (2); advanced science
Help for under achievers
Art, also in elementary education (should be integrated early)
More support in elementary reading programs so 1st and 2nd grade kids can get off to a good solid start in reading More
More vocational and career education

City (25)

Computer science (4); Computer education for intermediate grades
More foreign languages (8); music; good art program
Home economics (4)
Advanced math (3); advanced science (2)
More chemistry; science fair; science at lower grades
Vocational education
More classes in electrical, plubming, carpentry
Training in the trades; woodworking and basic repairs
Special education classes; program for gifted
Junior high sports
Communication skills class in high school
First aid class
Elementary physical education specialist
More diverse subjects
Well rounded curriculum based on funding and services available
Upending on available experience

Of the 36 persons wanting additional programs offered, 81% indicated they would prefer to have them offered as joint programs with Garfield. Of all Palouse respondents, 3% indicated they would prefer to let the school offer only the programs presently offered, 19% didn't know, 7% gave no answer, and 71% were not satisfied with letting the school offer only programs currently offered.

Two additional suggestions were (1) for the school to issue a brief report twice a month in the newspaper of school activities and (2) that the School Board contact the City library to arrange for a library presentation for programs available to the school.

Summary

Based on findings from the interviews the following summary statements seem appropriate.

1. Major sources of information about the schools for Palouse District residentes were news releases and students/parents, while mailed community newsletters and students/parents constituted the major sources for Garfield District residents. About 3 of every 10 persons in each district got information from street gossip.
2. Most residents in either district would feel comfortable discussing a school-related problem with a Board member, administrator or teacher.
3. Larger percentages of Garfield residents than in Palouse rated their school district performance higher.
4. School Board performance was rated about the same in both districts with about one-half the residents given an A or B.
5. Garfield residents rated considerably higher than did Palouse residents the educational program in the schools (Garfield A or B - 70%; Palouse A or B - 43%)
6. Of the Garfield residents 32% assigned top priority as did 44% of the Palouse residents to the need for improvement in the educational programs; 16% and 34%, respectively, would assign such need for improvement as a high priority.
7. A significantly larger percentage of Garfield residents than Palouse residents felt the schools were headed in the right direction in preparing students for tomorrow (Garfield 79%, Palouse 61%).
8. A significantly larger percentage of Garfield residents (74%) than Palouse residents (54%) believed that good educational value is now provided for the tax dollar by the district.
9. There were no significant differences between residents of both districts about school offerings and most agreed that the school should offer an academic program for students planning to attend college, a vocational program for students not planning on attending college, sports events in competition with other schools, and such extra class activities as band, athletics, clubs, chorus, and cheerleading. Most negative reaction, especially in Palouse, was on the offering of classes for adults, and opinion was generally split with slightly more favoring such offerings.
10. A larger majority of residents in both districts believed the two districts should continue to have a single joint-district superintendent.
11. Overwhelmingly, residents of both districts believed that existing cooperative efforts between the two districts should be expanded to provide increased programs and services to children, and that the combined athletic program should be continued.

12. Opinion was about evenly split in both districts as to whether more productive use should be made of the school day.
13. In both districts, especially in Palouse, residents indicated more information on school finances should be made available to the public.
14. A strong majority of residents of both districts believed the two districts should consider joint offerings in specific subjects not now available in either district.
15. A larger majority of all residents in both districts believed that students should be bused for part of the day to the other district if joint offerings in new or existing subjects would improve the educational offerings.
16. A large majority of residents in both districts would not favor combining elementary grades for school purposes.
17. About two-thirds of the Garfield residents and a slight majority (53%) of those in Palouse would favor combining student bodies for high school purposes.
18. A slight majority of Palouse residents would not favor combining student bodies for Junior High School purposes, and Garfield residents were about evenly divided on the matter.
19. In the Garfield district 30% of the residents would favor consolidation of the two districts as would 36% in Palouse district.
20. A higher percentage of Garfield than Palouse residents, but a large majority of each, believed cooperative offerings should be provided in art and music, foreign language, advanced mathematics and science, computer education, and consumer education.
21. A large majority of residents in both districts favored joint provision of transportation, library materials, and counseling services.
22. Although a slight majority of residents in both districts would favor joint provision of hot lunches, a significant percentage in each district were not in favor of such action.
23. While Garfield residents were about evenly divided about whether school maintenance should be provided jointly, the largest percentage of Palouse residents disagreed with the idea.
24. Things residents in both districts liked best about the schools reflect good administration, generally effective school/community communications, generally good staff that gives individualized attention to pupils, and belief that existing programs have quality.
25. Things residents in both districts believe could be improved most reflect need for teacher staff development for increased individiualized attention to pupils, need for program and activity expansion and continued and improved community involvement, especially in Palouse district.
26. A higher percentage of residents in Palouse (60%) than in Garfield (56%) would support a higher tax levy to enhance the educational offerings.

27. In general, there were no significant differences of consequence in responses between the residents of Palouse and Garfield, except their evaluations of the school district and educational programs.
28. In Palouse district residents would restore hot lunches, home ecomonics classes, art classes, field trips, and junior high school interdistrict sports in that order.
29. Palouse residents identified program offerings that they want and a large majority (81%) preferred to have them offered as joint programs with Garfield district schools. Seventy-one percent of the Palouse residents would nto be satisfied to have the school offer only the programs presently offered.

APPENDIX I

Interview Schedule Used For Data Gathering

1. Date _____ 4. District _____

2. Time: Began _____; Ended _____ 5. Zip Code _____

3. Respondent's Gender:
___ 1. Male ___ 2. Female 6. Interviewer _____

Introduction: Hello, I'm _____ from _____ and I'm helping conduct a community study for the school district. The purpose is to determine how people think about several matters related to the local public schools. Your name was in a group of persons whose telephone numbers were picked at random from the telephone book in such a way as to be representative of all district residents. I need to talk for a few minutes to the head of the household -- would that be you? Your answers will be used for statistical purposes and you will not be identified in any way. (IF YES - CONTINUE. IF NO, ASK TO SPEAK TO SOMEONE WHO IS, AND REINTRODUCE. IF NO ONE IS AVAILABLE, RECORD "NA" IN THE TIME BEGAN BLANK).

7. Have any children from your household ever attended public school in this district? (If NO check item 4 and ask item 3; if YES ask items 1, 2, 3 and 5.)
_____ 1. Have you one or more children in school now?
_____ 2. Do you have older children that attended school in the district?
_____ 3. Have you children under school age living in your household?
_____ 4. Never had children in local schools?
_____ 5. Do you have children attending a private school or another school outside the district?

8. A. Have you ever had direct contact with the schools?
_____ 1. Yes _____ 2. No

B. If "yes"--have you been any of the following?
_____ 1. Teacher/counselor _____ 5. Parent-children in school
_____ 2. School Board Member _____ 6. Committee Member
_____ 3. School Administrator _____ 7. PTO Member
_____ 4. A student

9. Students in school are given grades A, B, C, D and FAIL to show how well they are doing. Suppose your school district was graded in the same way. All things considered, what grade would you give your local school district --- an A, B, C, D, or FAIL?
___ 1. A; ___ 2. B; ___ 3. C; ___ 4. D; ___ 5. FAIL; ___ 6. DK; ___ 7. NA

10. How would you rate the performance of the School Board -- A, B, C, D, or FAIL?
___ 1. A; ___ 2. B; ___ 3. C; ___ 4. D; ___ 5. FAIL; ___ 6. DK; ___ 7. NA

11. How would you rate the educational program in our schools -- A, B, C, D, or FAIL?
___ 1. A; ___ 2. B; ___ 3. C; ___ 4. D; ___ 5. FAIL; ___ 6. DK; ___ 7. NA

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12. If it was up to you to give a priority rating to IMPROVEMENT in the educational programs offered in our schools, would you make it a low, medium, high, or top priority?

___ 1. Low priority
___ 2. Medium priority
___ 3. High priority
___ 4. Top Priority
___ 5. D. Know
___ 6. NA

SAY--I am going to make some statements about the schools. Please tell me if you strongly agree, agree, disagree, or strongly disagree. (Hand the respondent the card with responses shown)

	SA	A	D	SD	DK	NA
13. The school should offer an academic program for students planning to attend college.....	4	3	2	1	8	9
14. The school should offer a vocational program for students not planning to attend college.....	4	3	2	1	8	9
15. The school should offer classes for adults...	4	3	2	1	8	9
16. The school should offer such extra class activities as band, athletics, clubs, chorus, cheer leading.....	4	3	2	1	8	9
17. The school should offer sports events in competition with other schools.....	4	3	2	1	8	9
18. More productive use should be made of the school day; eliminate interference of extra-curricular activities during the school day.....	4	3	2	1	8	9
19. High school seniors should be required to attend class a full school day.....	4	3	2	1	8	9
20. Existing cooperative efforts between the Palouse and Garfield school districts should be expanded to provide increased programs and support services for children in both districts	4	3	2	1	8	9
21. The schools are headed in the right direction in preparing students adequately for tomorrow.....	4	3	2	1	8	9

SAY--There are many ways the Palouse and Garfield districts can cooperate in increasing educational programs and services to children of both districts. I'm going to make some statements about present and possible conditions about which the Boards of both districts would appreciate your thoughts. Please tell me if you strongly agree, agree, disagree, or strongly disagree.

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	SA	A	D	SD	DK	NA
22. The present combined athletic program should be continued	4	3	2	1	8	9
23. Both districts should continue to have a single joint superintendent	4	3	2	1	8	9
24. The two school districts should consider joint offerings in specific subjects not now available in either district	4	3	2	1	8	9
25. Support services I will mention should be provided jointly by the two districts:						
a. Transportation	4	3	2	1	8	9
b. Hot lunch	4	3	2	1	8	9
c. School maintenance	4	3	2	1	8	9
d. Library materials	4	3	2	1	8	9
e. Counseling services	4	3	2	1	8	9
f. Other _____	4	3	2	1	8	9
26. Educational offerings I will mention should be offered cooperatively by the two districts:						
a. Art and music	4	3	2	1	8	9
b. Foreign language	4	3	2	1	8	9
c. Advanced math and science	4	3	2	1	8	9
d. Computer education	4	3	2	1	8	9
e. Vocational education	4	3	2	1	8	9
f. Consumer education	4	3	2	1	8	9
g. Career education	4	3	2	1	8	9
27. Students should be bused for part of the day to the other district if joint offerings in new or existing subjects would improve educational programs	4	3	2	1	8	9
28. The school day should be lengthened to allow more inter-district travel for joint offerings in specific subjects	4	3	2	1	8	9
29. The two districts should cooperate further by combining student bodies from both schools at one location for:						
a. Junior High school purposes	4	3	2	1	8	9
b. High school purposes	4	3	2	1	8	9
c. Elementary school purposes	4	3	2	1	8	9

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	SA	A	D	SD	DK	NA
30. Palouse and Garfield districts <u>should be</u> <u>consolidated</u> to improve educational programs and services to children in both districts	4	3	2	1	8	9
31. Information on school finances now made available to the community is adequate	4	3	2	1	8	9
32. More information on school finances should be made available to the community	4	3	2	1	8	9
33. Good educational value for the tax dollar is now provided by the district	4	3	2	1	8	9
34. Would you support a higher tax levy to enhance our educational offerings?	4	3	2	1	8	9
35. I would presently feel comfortable in talking about a school-related problem with:						
a. A Board Member	4	3	2	1	8	9
b. School Administrators	4	3	2	1	8	9
c. Teachers	4	3	2	1	8	9

<u>TAKE BACK THE CARD FROM THE RESPONDENT</u>

36. How do you get most of your information about the schools?

___ 1. News releases
___ 2. Street gossip
___ 3. School board mtgs.
___ 4. Students/parents
___ 5. Mailed community newsletters
___ 6. Parent newsletters
___ 7. School/Community mtgs.
___ 8. Other:_____

37. Could you identify one or two things you think are best about the schools?

38. What are one or two ways <u>the school could be improved most</u>?

PALOUSE ONLY

39. When the school district receives the full levy this spring, some programs or services can be restored. Tell me the order of importance in which you would have the following five (5) things restored. (MARK 1 for most importance, 2 for next, etc.)

___ 1. Hot lunches
___ 2. Home Economics
___ 3. Art classes
___ 4. Field trips
___ 5. Junior High Interdistrict sports

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40. A. Are there additional educational programs not presently offered in the Palouse schools you would like to have them offer?
___ 1. YES; ___ 2. NO; ___ 3. Don't know; ___ 4. NA

B. If "YES" what additional educational programs and support services not presently offered would you like the schools to have?

C. If "YES" would you prefer to have the additional programs you want offered as joint programs with Garfield?
___ 1. YES; ___ 2. NO; ___ 3. Don't Know; ___ 4. NA

41. Would you prefer to let the school offer only the programs we presently have?
___ 1. YES; ___ 2. NO; ___ 3. Don't Know; ___ 4. NA

ALL INTERVIEWS

SAY -- As I mentioned earlier, we are talking with people of different ages and amounts of education. When we put all the interviews together, we will see if men feel differently than women or younger people feel differently than older people. To do this I need to ask you three questions about yourself.

42. First -- How long have you lived in this school district?
___ 1. One year or less
___ 2. 2-5 years
___ 3. 6-10 years
___ 4. Over 10 years

43. Second -- In which age range does your age fall? (I will give several categories and you can tell me which one).
___ 1. Under 21
___ 2. 21-35
___ 3. 36-50
___ 4. 51-61
___ 5. Over 65

44. Third -- What was the highest grade you completed in school? (I will give several levels and you can tell me which one).
___ 1. Less than high school graduation
___ 2. High school graduate
___ 3. Some college
___ 4. College graduate or more
___ 5. No answer

THANK THE RESPONDENT